

## EEC Backward Design Unit Plan

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Date April 13, 2009

Title Animals

Content Area(s) Science/Writing

Grade Level 1<sup>st</sup> Grade

### Step 1 – Desired Results

#### A. Overview

- In this unit, the students will use an interactive Power Point presentation to research an animal. The students will use semantic mapping, K-W-L charts, and the writing process to create an animal book about the animal that they choose to research.

#### B. Essential Questions

- How does technology enhance research in a first grade classroom?
- How does learning about animals relate to teaching guided reading in a first grade classroom?
- Will first grade students be able to use a K-W-L chart to remember information about an animal?
- Will first grade students be able to use a semantic web to organize research on an animal?
- Will first grade students be able to use an interactive PowerPoint to research an animal?

#### C. Objectives

- The students will be able to:
  - identify the characteristics of nonfiction texts.
  - pose questions.
  - identify the characteristics of a giraffe.
  - write facts about giraffes on their spider webs in their journals.
  - participate in research.
  - document and record discoveries.
  - write sentences from their notes on their animal.
  - write sentences from their rough copy onto pages of a book.

#### D. Standards

- 1.1.G – Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.
- 1.2.A – Read and discuss content of informational texts.
- 1.2.B – Identify and use a variety of media to gain information.
- 1.3.F – Read and respond to nonfiction and fiction.
- 1.4.B – Write informational sentences (e.g., letters, descriptions, definitions, collections of facts, simple instructions) using illustrations when relevant.

- 1.5.A – Write with focus and purpose on a single topic.
- 1.5.B – Write sentences appropriate for the topic.
- 1.5.C – Write with organization (e.g., beginning, middle, and end).
- 1.5.D – Write using appropriate language patterns.
- 1.6.B – Listen to a selection of literature (fiction and/or nonfiction).
- 1.6.D. – Contribute to discussions.
- 1.8.A – Select a topic for research.
- 1.8.B – Locate information using appropriate sources and strategies.
- 1.8.C – Organize and present the main ideas from the research.
- 3.3.A – Identify characteristics of living things.
- 3.7.C – Demonstrate the basic use of the computer
- 3.7.D – Use basic computer software

#### E. Differentiation Plan

- Students will be working in small, guided reading groups. Students with the same reading level will be grouped together.
  - Group 1 (Above – Level)
    - The students will work whole group to research giraffes with the teacher. Once they start their own project they will work independently to research their animal, fill in their web in their journals, write their rough drafts, and create their animal books.
  - Group 2 (On-Level)
    - The students will work whole group to research giraffes with the teacher. Once they start their own projects, the students will work in partners to create their books. The students will research an animal together, but will not be responsible for writing all of the information. They will each write about 3 of the 6 topics. The students will work in partners to research their animal, fill in their web in their journals, write their rough drafts, and create their animal books.
  - Group 3 (Below-Level)
    - The students will work whole group to research giraffes with the teacher. The students in this group will also work whole group to create their books. When this group is finished they will have made a group book about a specific animal. Each student will only be responsible for one of the topics about the animal.

### Step 2 – Assessment Evidence

#### A. Performance Task (What will students to demonstrate their learning?)

- Success will be measured by:
  1. teacher observation of class discussion.
  2. observation of books.
  3. teacher observation of class discussion and student journals.
  4. observation of K-W-L booklets.
  5. observation of webs in student journals.
  6. observation of rough copies in student journals.

7. observation of books.

B. Performance Criteria (How good is good enough? Provide checklists, rubrics, or criteria.)

- The students must write at least two facts about the topics on their webs in their journals.
- The students will write complete sentences on their rough copy paper in their journals. They will use capital letters and periods.
- A rubric will be used to assess the books.

Step 3 – Active Learning Plans

A. Steps for Students

- Initiating Activity
  - Lesson 1: Introducing the Genres and Beginnings of Inquiry  
Lesson Overview:
    - In this lesson, students will be introduced to the unit on Animals. The first animal that we will talk about is the giraffe. The class will use a K-W-L chart to get them thinking about what they already know about giraffes and create questions about what they would like to learn about giraffe. At the end of the lesson, the students will review what they have learned by filling in the L portion of the K-W-L chart as a class. The teacher will read aloud a fiction and nonfiction book about giraffes and the students will compare and contrast the two genres using a Venn diagram. At the start of this lesson, the teacher will show the students a Brain Pop video about how to read nonfiction text.
- Guided Learning
  - Lesson 2: Giraffes
    - In this lesson the students will begin to learn about giraffes through an interactive Power Point presentation. This lesson is teacher directed as a whole group. The groups will work with the teacher to complete a web in their journals. The group will also fill in the L portion of the K-W-L chart as they learn about giraffes.
  - Lesson 3: K-W-L Books
    - In this lesson the students will create a K-W-L book using their webs in their journals. The teacher will walk them through the process. The students will fill in the sentences and draw pictures for their books.
  - Lesson 4: Research Animals
    - In this lesson the students will begin to research their own animal using the Animals Power Point and informational books about their animal. The students will fill out a web in their journals so that they can later use this information to create a book about their animal. This portion of the unit is very differentiated. Please see the following for specific instructions for each group:

- Group 1 – Above Level
  - In this group, the students will work independently to research and create their books.
- Group 2 – On-Level
  - In this group, the students will work in partners to research and create their books. They will only be responsible for half of the web and will only need to write on half of the topics.
- Group 3 – Below-Level
  - In this group, the students will work as a whole group with the teacher to create a book about an animal. The students will be responsible for one portion of the web and will only need to write about that topic for their group book.
- Lesson 5: Rough Draft of Animal Books
  - In this lesson, the students will use the information from their web to create a rough draft of their books. There is a “sloppy copy” page in their journals to help them with this step. Please see the following for specific instructions for each group:
    - Group 1 – Above Level
      - The students will work independently to create their rough drafts.
    - Group 2 – On-Level
      - This group will be responsible for half of the topics for their books. They will only write on their rough drafts the topics they are writing about.
    - Group 3 – Below-Level
      - This group will only write on their rough draft pages the one topic they are responsible for.
- Culminating Performance
  - Lesson 6: Publish Animal Books
    - In this lesson, the students will create their good copy of their animal books. The students will copy their sentences from the rough copy page in their journal to the good copy paper for their books. They will draw a picture to go with sentences. Please see the following for specific instructions for each group:
      - Group 1 – Above Level
        - The students will work independently to create their animal books.
      - Group 2 – On-Level
        - The students will only write the sentences that are on their rough copy page in their journal.
      - Group 3 – Below-Level
        - This group will write their sentences about their topic on a page for their group animal book.

#### B. Notes for teachers

- Copy K-W-L charts and Venn diagram onto transparencies (3 of each)

- It is helpful to get all the materials on the computer set up before starting the lesson as getting logged in takes some time.
- Be sure to keep the students moving and on track. This is a lot to get finished in a half hour time. If the students do not finish illustrating their pages, allow them to take them back to the classroom and finish during some free time.
- The teacher will need to sign out the computer lab or laptop lab for the students to use the computers. If possible, have the computers logged in with the Power Point open and ready to go.
- The teacher will need to have a computer or laptop available to refer to if the students cannot read their writing or if they forgot to write something down.
- Once the students are finished creating their books, collect the books and put together using the binding machine.

#### C. Materials to have ready

- Overhead projector
- K-W-L transparencies
- Venn Diagram poster
- Books:
  - *A Giraffe and a Half* [Silverstein, S. (1964). *Giraffe and a Half*. Harper & Row, Publishers.]
  - *Giraffes* [Ipcizade, C. (2008). *Giraffes*. Mankato, Minnesota: Capstone Press.]
  - *Giraffes* [Murray, J. (2002). *Giraffes*. Edina, Minnesota: ABDO Publishing Company.]
  - *Eagles* [Murray, J. (2003). *Eagles*. Edina, Minnesota: ABDO Publishing Company.]
  - *Humpback Whales* [Murray, J. (2003). *Humpback Whales*. Edina, Minnesota: ABDO Publishing Company.]
  - *Walruses* [Murray, J. (2003). *Walruses*. Edina, Minnesota: ABDO Publishing Company.]
  - *Walruses* [Miller, C. C. (2006). *Walruses*. Mankato, Minnesota: Capstone Press.]
  - *Zebras* [Murray, J. (2003). *Zebras*. Edina, Minnesota: ABDO Publishing Company.]
  - *Zebras* [Perkins, W. (2005). *Zebras*. Mankato, Minnesota: Capstone Press.]
  - *Kangaroos* [Niz, X. (2005). *Kangaroos*. Mankato, Minnesota: Capstone Press.]
  - *African Elephants* [Hall, K. (2007). *African Elephants*. New York, New York: Bearport Publishing.]
  - *African Elephants* [Knudsen, S. (2006). *African Elephants*. Minneapolis, Minnesota: Lerner Publications Company.]
- Student journals
- Smart Board or LCD Projector
- Laptop
- Animals Power Point (found on the classwork drive under Miss M.)
- Animals – Lower Level Power Point (found on the classwork drive under Miss M.)
- Crayons

- Pencils
- Computers (Computer Lab or Laptop Lab)

D. Approximate time needed for unit

- 27 days

E. Resources

- Silverstein, S. (1964). *Giraffe and a Half*. Harper & Row, Publishers.
- Ipcizade, C. (2008). *Giraffes*. Mankato, Minnesota: Capstone Press.
- Murray, J. (2002). *Giraffes*. Edina, Minnesota: ABDO Publishing Company.
- Murray, J. (2003). *Eagles*. Edina, Minnesota: ABDO Publishing Company.
- Murray, J. (2003). *Humpback Whales*. Edina, Minnesota: ABDO Publishing Company.
- Murray, J. (2003). *Walruses*. Edina, Minnesota: ABDO Publishing Company.
- Murray, J. (2003). *Zebras*. Edina, Minnesota: ABDO Publishing Company.
- Miller, C. C. (2006). *Walruses*. Mankato, Minnesota: Capstone Press.
- Perkins, W. (2005). *Zebras*. Mankato, Minnesota: Capstone Press.
- Niz, X. (2005). *Kangaroos*. Mankato, Minnesota: Capstone Press.
- Hall, K. (2007). *African Elephants*. New York, New York: Bearport Publishing.
- Knudsen, S. (2006). *African Elephants*. Minneapolis, Minnesota: Lerner Publications Company.
- (2009, March 23). Read write think. Retrieved March 23, 2009, from Read Write Think Web site: <http://www.readwritethink.org/index.asp>
- (1999 - 2009). Brain pop jr. Retrieved March 23, 2009, from Brain Pop Jr. Web site: <http://www.brainpopjr.com/>
- (2009). Discovery education. Retrieved March 23, 2009, from Discovery Education Web site: <http://streaming.discoveryeducation.com/index.cfm>

Step 4 – Reflection

1. What happened during my unit?
2. How effective was my lesson design and teaching?
3. What evidence can I show about my students' learning?
4. How effective was my assessment plan for getting information about my students' learning?
5. How did I do in meeting my desired results for this unit?
6. What are my next steps to improve student learning?
7. How did technology enhance students' learning?